



Redesign Plan

Lincoln-King Academy

Washington-Parks Academy

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Lincoln-King Academy is located at 13436 Grove in Detroit, Michigan just outside the city limits of the west side of the City of Detroit. Lincoln-King Academy provides a wide curriculum and experiences to 579 students in Kindergarten through 8th grade. Lincoln-King Academy opened as a charter school in August 2008, with K-5th grade students in a school building that used to house St. Martin DePorres High School. The school was the second charter school to be formed based on the model previously set by an independent school sixteen years earlier. Lincoln-King Academy's small class sizes; a safe, secure learning environment, extended year, personalized instruction and parental involvement opportunities responds to the demands of the parents and community.

Lincoln-King Academy demographic characteristics of the student population reflect those served in other schools in the area. 96% of students are African American and 89% qualify for Free and Reduced Priced lunch subsidies and 19% are identified by Individual Educational Plans needing special services.

A unique challenge for this school is the ability to fund the updates and renovations needed to accommodate the number of classrooms needed not to have a waiting list for multiple grade levels. We also still have a need for continued focus on climate and culture, in helping shape both the school and surrounding community. This year, Lincoln-King Academy was identified as a Priority School, due to lack of gains in Science and Social Studies.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of Lincoln-King Academy is lifelong empowerment: Students will be prepared to succeed in a global community and in life. To accomplish our mission, Lincoln-King Academy will challenge students to develop their minds by providing them curriculum, instruction, assessment, support, and time needed to meet rigorous academic standards. Our purpose is to provide an instructional program that provides character education, enrichment activities, extracurricular activities interventions and support services will round out the students' academic experience. Blended Learning and differentiated instruction supports instruction which focuses on systematic teaching of core subjects and development of fundamental and advance literacy skills.

Mission- Our Students will be prepared to succeed in a global community and in life.

Vision- We see transformed lives, for good; and a new city for all.

Value- We believe in addition to a rigorous curriculum, students should receive a sound Character Education that includes the following:

Love, Peace, Patience, Kindness, Goodness, Faithfulness, Gentleness, Self-Control, Citizenship, and Gratitude. Each of these values is instilled in students of all ages throughout their educational path at Cornerstone Charter Schools.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable achievements for Lincoln-King Academy include academic and enrollment trends. For the past four years, enrollment at Lincoln-King has increased each year, from 309 in September 2009 to 569 by September of 2013. The school has had an 68% or better retention rate during that time as well. Academically, the students have continually demonstrated growth on the Writing MEAP test, progressing toward meeting or exceed the state standard. Subsequently, the school demonstrated growth at or beyond the 50th percentile on the NWEA Measures of Academic progress for 6 out of 21 areas in second through eight grades, as compared to 0 out of 21 in 2012.

Improvement for the next three years had been set through our academic targets. For MEAP, Lincoln-King Academy is striving to meet the goal of being 85% proficient by the year 2020-21, as set by the MDE assessment targets. Our goal for MAP is to achieve the score of 21 out of 21 on the NWEA MAP assessment. The school also strives to improve teaching of higher level thinking skills in order to prepare students for the Smarter Balanced Assessment and to prepare them to be career and college ready.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Lincoln-King Academy continues to show much growth in areas of academics, enrollment and culture enhancement. Additionally, we have several points of pride to share including:

Increased Technology:

- Computerized Instruction with Core Content: Compass Learning (K-5) and Blended Learning (Middle School)

Student Leadership Opportunities:

- Middle School Student Council (Emphasis on Peer Mentoring)
- J.A.M. C.A.M. Program (Jobs and More Careers and More) for Middle School
- Price-Waterhouse Coopers Financial Planning for Students
- Legacy Program (College and Career Readiness)

Code of Conduct Support:

- Bullying Reporting Intervention and Monitoring Program (On-line anonymous reporting and tracking.)
- C.O.P.S. (Creators of Peace Squad) To promote personal conduct awareness and problem solving skills)
- Positive Behavior Intervention Support (PBIS) as well as the Principal's Visitors Program

Community Partnerships:

- Greening of Detroit
- Grand Circus
- St Peter Clavers' Community Church
- Henry Ford Discovery Camp

Parent Engagement/Support:

- Active Parent Teacher Organization (PTO)
- In-House Parent Center
- School Improvement Team Members (Title I and 31A)
- Field Trip Chaperones and In-School Volunteers, as well as Hall and lunchroom supervision

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Priority School Assurances

Introduction

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		eval2 eval3

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		principaleval1

Operational Flexibility Assurance

Introduction

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	No	Not Applicable	

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	Not Applicable	

Redesign Plan

Lincoln-King Academy

Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes		Signature Page (Revised 3/10/2015)

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Carolyn Brown (principal) carolyn.brown@cornerstonecharters.org
Shalessa Ebron (dean of academics) shalessa.ebron@cornerstonecharters.org
Rachel Ward (reading specialist) rachel.ward@cornerstonecharters.org
Sheree Brown (third grade teacher) sheree.brown@cornerstonecharters.org
Maurice Booker (fifth grade teacher) maurice.booker@cornerstonecharters.org
Rebecca Earley (middle school science teacher) rebecca.earley@cornerstonecharters.org
Matthew Parvin (middle school blended learning) matthew.parvin@cornerstonecharters.org
Catherine DeVuyst (technology instructor/testing coordinator) catherine.devuyst@cornerstonecharters.org
Catherine Gray (outreach specialist; MSU) graycat2@msu.edu
Sabrina Rudy (school achievement consultant) rudys@resa.net
Eugene Seaborn (CCS Chief Academic Officer) eugene.seaborn@cornerstonecharters.org

PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.

1. Increase the use of tiered instruction (RTI) in order to engage student learning and create individualized learning paths for all students.
2. Increase the use of reading strategies across the curriculum to improve comprehension in all subject areas.

Our first big idea is to increase the use of tiered instruction (RTI) in order to engage student learning and create individualized learning paths for all students. Our data indicates that our students will benefit from a tiered system (RTI) because our student body varies widely in terms of achievement levels. Using an RTI model will ensure that all students will demonstrate achievement of the Common Core State Standards, as measured by the MEAP assessment. By implementing this model, we will provide targeted instruction for all students (especially allowing us to identify those in the bottom 30 %.) We will also use data obtained from our district wide tri-annual assessment, classroom assessments and as well as additional progress monitoring tools. Moreover, a tiered system of instruction will allow us to assign students to their appropriate levels, thus providing more effective instruction that meets the individual needs of our students.

Our second big idea is to increase the use of reading strategies across the curriculum in order to improve comprehension in all subjects. Based upon our 2013-2014 MEAP Data, we have found that our students did not meet Michigan's Proficiency Targets for Social Studies and Science. Upon further investigation, we have found that our students struggle in the comprehension of the expository text, which is necessary to understand Social Studies and Science concepts. To remedy this issue, we will employ common reading strategies that will focus on developing metacognitive skills across all subject areas and grade levels, which will include an increased focus on expository text. The increase in and exposure to expository text will consequently improve students' familiarity and application of expository text features and structures.

Additionally, we will increase the time spent on guided reading. Lincoln-King Academy staff will utilize guided reading as a tool for increasing comprehension. We will practice the strategies of teacher-led reading groups, coupled with engaging, rich literacy centers and activities which will meet daily. Finally, instructional staff will ensure the full development of classroom libraries with diverse, leveled texts to expose students to a variety of genres.

In order to monitor the effectiveness of these strategies, we will continuously analyze data through the use of our district wide tri-annual assessment, classroom assessments, as well as additional progress monitoring tools. The data that is collected as a result of progress monitoring will be disaggregated and analyzed during common planning time and PLC's in order to adjust instruction according to students' needs and to develop interventions if necessary. We know that these strategies will ensure student achievement because they will be executed with fidelity.

State what data were used to identify these ideas

The MEAP data in Reading for the academic year of 2013 shows that:

In third grade, 30% of students were proficient

In fourth grade, 40% of students were proficient

In fifth grade, 46% of students were proficient

In sixth grade, 51% of students were proficient

In seventh grade, 36% of students were proficient

In eighth grade, 43% of students were proficient

The MEAP data in Math for the academic year of 2013 shows that:

In third grade, 15% of students were proficient

In fourth grade, 6% of students were proficient

In fifth grade, 8% of students were proficient

In sixth grade, 8% of students were proficient

In seventh grade, 9% of students were proficient

In eighth grade, 0% of students were proficient

The MEAP data in Science for the academic year of 2013 shows that:

In fifth grade, 0% of students were proficient

In eighth grade, 0% of students were proficient

The MEAP data in Social Studies for the academic year of 2013 shows that:

In sixth grade, 4% of students were proficient

The MEAP data in Writing for the academic year of 2013 shows that:

In fourth grade, 32% of students were proficient

In seventh grade, 34% of students were proficient

Lincoln-King Academy also analyzed our NWEA MAP data which measures student academic growth. NWEA suggest that all students have one year of academic growth from Fall to Spring. Cornerstone Charter Schools requires a year and four months of growth.

The NWEA MAP data for Reading for the 2013-2014 academic year shows:

In third grade, the mean growth of students was 10.9

In fourth grade, the mean growth of students was 4.6

In fifth grade, the mean growth of students was 5.6

In sixth grade, the mean growth of students was 4.0

In seventh grade, the mean growth of students was 7.1

In eighth grade, the mean growth of students was 1.7

The NWEA MAP data for Math for the 2013-2014 academic year shows:

In third grade, the mean growth of students was 12.7

In fourth grade, the mean growth of students was 9.6

In fifth grade, the mean growth of students was 7.9

In sixth grade, the mean growth of students was 7.5

In seventh grade, the mean growth of students was 6.8

In eighth grade, the mean growth of students was 8.3

The NWEA MAP data for Science for the 2013-2014 academic year shows:

In third grade, the mean growth of students was 9.2

In fourth grade, the mean growth of students was 6.1

In fifth grade, the mean growth of students was 4.7

In sixth grade, the mean growth of students was 6.6

In seventh grade, the mean growth of students was 5.4

In eighth grade, the mean growth of students was 5.1

The NWEA MAP data for Language for the 2013-2014 academic year shows:

In second grade, the mean growth of students was 13.5

In third grade, the mean growth of students was 12.2

In fourth grade, the mean growth of students was 6.2

In fifth grade, the mean growth of students was 6.1

In sixth grade, the mean growth of students was 8.7

In seventh grade, the mean growth of students was 7.2

In eighth grade, the mean growth of students was 6.7

Responses reported on the 2014 Five Essentials Survey stated:

Only 35% of parents believed that school administration and staff respond to parent concerns in a timely manner.

Only 33% of parents believed that teachers respond to parent concerns in a timely manner.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

1A: The current building principal, Carolyn Brown, meets all five turnaround competencies.

1B. In order to ensure optimal leadership capacity at Lincoln King Academy, Cornerstone Charter Schools will utilize resources from both our Charter authorizer (Grand Valley State University) and our Intermediate School District (Wayne RESA) through the use of increased/targeted professional development (GVSU workshops and training) and guidance provided by a School Improvement Facilitator (SIF) and an Intervention Specialist (IS).

The SIF will put our staff in contact with targeted professional development regarding our instructional program, intervention process (RIT) and data analysis of standardized assessments (MEAP and MAP). Through Grand Valley State's NWEA workshops, instructional staff has been given tools to analyze deeper the test scores of our students, and translate that into actionable instructional targets, goals and interventions. Through the Learning Continuum, the instructional staff has been able to create and analyze learning paths for the students, understanding what commonly effects these learning paths, how to reinforce or redirect a learning path, and why the student is where there are on their learning path.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.

2A

Beginning in August of 2011, Lincoln King Academy Evaluation Tool was developed by representatives including (Principal, Dean of Students/Academics and a Teacher Rep) collaborated with similar teams, along with District representatives (Chief Academic Officer, Human Resources representative) from all other campuses in the Cornerstone Charter Schools organization to create a Compensation Committee, which was tasked with revamping staff compensation parameters and creating an equitable evaluation process that would be uniform throughout the network. These meetings continued, bi-monthly, from August 2011 and remain ongoing. At the end of this collaborative process, this evaluation process was presented to the LKA school board and approved.

monetary compensation, benefit contributions and bonus structure. Then, through a comparison study conducted by the Baldrige Group and supplemented by a Staff Survey of compensation preferences, a compensation structure was approved and implemented by the District Executive Board. Within the structure, an evaluation tool was adopted from Charlotte Danielson's "Framework for Teaching".

The evaluation process is divided between the three trimesters of Lincoln King's school year. For each trimester, the assessment progression utilizes three to five informal observations, as well as one formal observation per trimester, with pertinent feedback and dialogue between district representatives, the building principal and staff members. Cornerstone network walkthroughs (scheduled bi-monthly) also are taken into consideration, as these observations are taken as a district "snapshot" of the classroom. Within these observations, principals and district-level observers are assessing teachers on seven domains of Charlotte Danielson's framework, those domains being

- Planning and Preparation (lesson plans, materials, feedback, customer satisfaction) 15%
- Classroom Environment (Policies, Procedures, identified best practices) 10%
- Instruction (rigorous, Common Core aligned, differentiated, targeted, data-driven) 15%
- Professional Responsibilities (punctuality, professionalism, stakeholder engagement) 10%
- Student Growth (accounts for 50% of overall teacher evaluation; 140% yearly growth on MAP, MEAP- increase number of proficient students by 10 percentage points) 50%
- The "Cornerstone Way" (exemplifying the ten character traits of Cornerstone Charter Schools) 0%

At the end of each school year through 2015, the Principal and Dean of Academics compile the scores on all observations and walkthroughs in each of the four domains to comprise a score for that teacher's performance. The scale is as follows:

- Ineffective
- Minimally Effective
- Effective
- Highly Effective

From these ratings, teachers are placed on a continuum of "Teacher", "Master Teacher", "Distinguished Teacher".

2B

For Lincoln King Academy, the process of evaluating our leadership team is essential. LKA values the leadership evaluation process for its rigorous and comprehensive approach to appraising the effectiveness and accountability of Lincoln King's administration.

Beginning in August of 2011, Lincoln King Academy representatives (Chief Operating Officer, Chief Academic Officer, Human Resources Director) collaborated with similar teams from all other campuses in the Cornerstone Charter Schools organization to create a Compensation Committee, which was tasked with revamping staff compensation parameters and creating an equitable evaluation process that would be uniform throughout the network. During this collaborative process, this evaluation process was presented to the LKA school board and approved.

The process is divided between the school year trimesters and is ongoing throughout the year through informal and formal observations, which are conducted by the Chief Operating Officer, Chief Academic Officer, Human Resources Director, as well as review of standardized test data (MAP three times a year; MEAP annually). Similar to Charlotte Danielson's Framework for Evaluation, the evaluation for administration is divided into domains, here are the four. These domains are:

- Critical Work (maintaining positive parent/community/staff relationships, assists in management/development of staff, monitor student progress/achievement, assuring safety for all students and staff) 25%
- Key Performance Metrics (customer satisfaction, enrollment, stakeholder satisfaction, student/staff retention) 25%

- Cornerstone Way (exemplifying the character traits, stakeholder engagement) 0%
- Student Growth (140% yearly growth on MAP, MEAP- increase number of proficient students by 10 percentage points) 50%

From these ratings, administrators are placed on a continuum of "Ineffective", "Minimally Effective", "Effective", and "Highly Effective".

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

3A:

The strategies used to identify school leaders, teachers, and other staff members who have increased student achievement begin with informal observations conducted by the building principal. A rotation schedule is used to observe leaders, teachers, and other staff members and is implemented throughout grade levels. The building principal conducts the observations, records evidence of instructional best practices and articles of student work samples. Immediate feedback is provided by the principal. The observations are conducted throughout the school year, and culminate with a final formal observation.

The Charlotte Danielson's "Framework for Teaching" model will be used for the final evaluation and utilized to determine level placement for current and future teachers. The performance management evaluation instrument incorporates three specific elements: "The Cornerstone Way," student achievement goals and Charlotte Danielson's "Framework for Teaching." If a teacher is determined to have performed well enough to merit a salary increase within their current salary range or a move to a higher designation then the building principal will ensure sufficient funding is available in the budget and then will complete the Employee Status Notification Form. This form will be submitted to the Chief Academic Officer for approval. Consistent high performance over several years on the Teacher Performance Evaluation Form will enable a "Teacher" to be considered for moving to a "Master Teacher."

School Leaders, teachers, and staff will earn rewards based upon organization-wide performance goals. The goals, corresponding weightings and potential incentive points are as follows: student achievement 60%, organizational quality 20%, and budget achievement 20%. Composite test score growth from prior year as a % of test score growth target for the performance year equals 60 points. The points are allocated by 10 points - MEAP: must achieve 10% growth over previous year, points are either achieved or not, and 50 points - MAP: Calculated as a percentage of total available points.

Based on the elements contained in our redesign plan, educators must demonstrate that they have implemented the instructional program with fidelity. Evidence of this implementation will be shown through the use of details in teachers' lesson plans, RTI Intervention logs, tiered grouping spreadsheets, and DIBELS progress monitoring logs. Further evidence will be demonstrated through PLC attendance logs and public dissemination of SMART Goals.

Educators who have demonstrated effective implementation of the instructional program will be recognized through two specific programs at Lincoln-King Academy. The first program is the Distinguished Educator Award which is presented monthly to instructional staff that has

exhibited fidelity with regards to the instructional program. This award is colleague nominated, principal approved, and subject to district approval. Recipients will be recognized with an award, their picture on the school website, and a presentation at the monthly student assembly.

Another method of recognition is Lincoln-King's Teacher of the Year Award. This award is given to the instructional staff member that has been nominated by staff and students, and has received a "distinguished" rating on their final evaluation. The Teacher of the Year, pending administrative and parent teacher organization approval is given per grade level (K-2, 3-5, 6-8). The award includes a plaque and possible ancillary reward as well. A presentation to announce the Teacher of the Year will be conducted during the final student assembly of the year.

3B:

In the event that an instructional staff member fails to perform at the standards established by the teacher evaluation system, the process in order to address this situation is as follows:

1. A Formal Observation is conducted by the building administrator. Based on the findings and subsequent feedback, a mentor may be assigned to the staff member for additional support. Targeted professional development would also be provided to the staff member. A time frame for feedback and continued evaluation will be discussed and implemented.
2. If performance does not improve, a Corrective Action Plan is put into place. This document lists the areas of concern, the performance expectations and action steps to be taken. A date for the next formal evaluation, where the expectation is all action steps will be implemented, is set. For instructional concerns, informal observations by a mentor and/or supervisor will be conducted before the formal evaluation date.
3. If upon conclusion of the formal evaluation the areas of concern are not adequately addressed, or action steps have not been fully (or successfully) implemented, the building principal will refer the staff member in question for employment termination.

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.

Big Idea #1 RTI and collaboration

In order to support increased staff collaboration and improve data analysis and dialogue, Lincoln-King Academy's instructional and leadership staff will participate in Professional Learning Communities training to achieve the common goal of student achievement and increased engagement in their learning. Departmental PLC leaders have been chosen to attend monthly training sessions with Wayne RESA through their PLC Coaching Academy in order to effectively implement the PLC model. Content area PLCs will then design SMART Goals based upon student data and will meet weekly in order to implement and monitor these goals. Additionally, PLC leaders will attend monthly district sponsored PLC training, as well as curriculum meetings in order to evaluate and redesign the current curriculum (Curriculum Trak).

During the PLC process, leaders and team members will disaggregate and analyze student data (i.e. DIBELS, DRA, NWEA MAP, MEAP and classroom assessments) in order to develop intervention strategies and learning paths through the RTI model to meet the needs of all

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learners. Increased collaboration amongst all instructional staff and paraprofessionals will allow instructors to develop common classroom strategies and interventions that will be employed in their daily practice. These chosen strategies and interventions will then be discussed and adjusted as needed based upon on-going student data, in order to drive instruction.

The following professional development sessions have been/will be provided for Lincoln King Academy:

1) Curriculum Trak 08-05-14 (on-going)

-Review of online curriculum program. Introduction to new features that allows teachers within schools, districts, and overall school participants to share lessons and resource materials.

2) Wayne RESA PLC Coaching Academy (Cohort B) 09-27-14, 10-18-14

11-08-14, 01-31-14, 03-21-14, 04-16-14

-School teams will delve deeper into the PLC structures for building and implementing PLCs at work. Leadership teams will receive coaching support as they implement these strategies in their buildings.

3) PLC Content Leaders Meeting 09-25-14, 10-30-14, 11-20-14, 12-18-14,

01-29-14, 02-26-14, 03-26-14, 04-30-14, 05-28-14

-Content area leaders will meet monthly to help redesign the district's curriculum. Mentoring and book studies will be provided for content leaders.

Content leaders at LKA are also PLC leaders for the school.

4) NWEA MAP Data 101 GVSU (on-going)

-Introduction to NWEA vocabulary, new test format, online resources, normative growth and proficiency targets.

5)NWEA MAP 301 Learning Continuum GVSU (on-going)

-Provide tools to help teachers gauge student's instructional levels based upon their RIT scores.

6) DIBELS Training GVSU (on-going)

-Introduction to universal screener that is used to address early literacy skills.

Big Idea #2 Reading Strategies Across the Curriculum

In order to increase the use of reading strategies across the curriculum and all grade levels, staff members of Lincoln-King Academy will be given numerous opportunities to attend subject area based professional development sessions that will be geared towards improving teacher pedagogy and student achievement. Professional development will be provided by Grand Valley State University in Literacy Strategies and Differentiation. Additionally, LKA staff will receive training in EBLI, Wordly Wise, Michigan Collaborative Curriculum (MC3) Social Studies, Delta FOSS, and Compass Learning to address student deficits and to close achievement gaps.

Literacy First will be used in all classrooms to increase reading skills in all subject areas. During the first year of implementation of Literacy First, all teaching staff will receive five days of training with 6 days of onsite coaching and consulting. During the second year, all teaching staff will receive three days of training and eight days of onsite coaching and consulting. During the third year, all teaching staff will receive three days of training and eight days. In addition, during the next three years all teaching staff will receive a two-day training that strengthens the knowledge and skills of the building leadership team and district administrators to better enable change resulting in accelerated student achievement. There will be a two-day training for Principals, instructional coaches and one district administrator for an Annual Leadership Institute. The Institute focuses on leadership and reading best practices.

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These professional development trainings are high quality and job embedded due to the fact that the strategies that are outlined in these training sessions will be used in our daily instructional practices. The effectiveness of these strategies will be explored in both our PLC groups, grade level common planning meetings, as well with our Math Coaches, School Reading Specialist and Grand Valley State University Reading Specialist. These Professional Development sessions will allow the staff to become more effective in our implementation of curriculum resources.

The following professional development sessions have been/will be provided for Lincoln King Academy:

1) Evidence Based Literacy Instruction (EBLI) 08-27-14, 08-28-14, 08-29-14,

(Additional Trainings TBD)

-GVSU Reading Specialist provide on-going coaching for all EBLI trained teachers.

"EBLI is an effective, efficient and revolutionary method of instruction to teach reading. It is a Common Core aligned system of research based literacy skills, concepts and strategies that teach learners to read, spell and write to their highest potential." (EBLIreads.com)

2) Wordly Wise (annually)

-Introduction to a vocabulary program and provides strategies and resources to effectively implement the vocabulary program.

Implementation is monitored through the use of weekly lesson plans and administrative observations.

3) Literacy Strategies- Differentiation (GVSU) (on-going)

-Differentiation strategies for engaging various learning styles.

4) MC3 Social Studies Wayne RESA 10-15-14

-Introduction to MC3 program for Social Studies.

5) Compass Learning 10-23-14 (on-going)

-Follow up training with Compass Learning.

6) Literacy Workshop GVSU 10-24-14

-Strategies for improving student achievement.

7) Write Steps (Kindergarten Only) TBD

-Further training for Common Core aligned writing program.

8) August- GVSU Guided Reading Training #1

-To provide appropriate training in the Guided Reading Program.

-All core subjects (ELA, Science, Social Studies, and Mathematics)

-Guided Reading will be used twice a week in all core classrooms

9) August- GVSU Guided Reading Training #2

- To provide appropriate training in the Guided Reading Program (continuation of GR #1)

-Support Staff (paraprofessionals, Reading Specialist)

10) January -GVSU Guided Reading Refresher

-To review implementation and practice of Guided Reading.

-All instructional staff

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

5A:

To meet the specific needs of our student body, Lincoln King Academy has implemented several strategies to recruit and retain the most highly qualified teachers available. These needs, which can include economic, home, social and educational challenges require teachers with skill sets and qualification that would prepare them to work with our population. These skills, such as experience with diverse student populations, multiple endorsements/certifications to provide depth of knowledge, and experience with cross-curricular/team teaching, would allow for a teacher candidate to connect with students where they are, in their world, and relate whatever content they're teaching to the students lives. Cornerstone Central Office has allowed autonomy to LKA with regards to finding and employing highly qualified teachers. We have designed several strategies which include, but are not limited to:

1) To drive recruitment at Lincoln King Academy, our first and foremost diagnostic is our MAP and MEAP data. Through these essential diagnostics, LKA's recruitment is targeted the areas where students need the most support. Teacher candidates that have experience with at-risk populations (i.e. high poverty), diverse environments and populations, as well as depth of knowledge (multiple endorsements and certifications) are the prospective instructors LKA targets for recruitment. These characteristics allow for teachers candidates to connect with the students and relate content and skills to real-world situations familiar to students. Whereas MAP addresses student growth, MEAP addresses student proficiency. We utilize both in order to place teachers where they will be able to teach, with fidelity, for students with the greatest needs.

2) Candidates recruited by Lincoln King are able to teach within content specialties (ELA, Mathematics, Science and Social Studies) based on their highly qualified status and strengths. Therefore, Math teachers can address student deficiencies in math, and so forth throughout the content areas. Content-area specialty allows teachers to meet the needs of our advanced students, as well as meet the needs of students who are identified as most at risk. Additional recruited/assigned staff members assist in the support of our student's needs as follows:

- Resource Room teachers service the students with IEP's, small-group and individualized instruction.
- Reading Specialist serves students identified as "at-risk", or identified as in need of tiered instructional support within the RTI (Response to Intervention) program.
- Paraprofessionals provide targeted instruction support for students identified in the bottom 30% by MAP and MEAP data.

3) Lincoln King leadership attend college job fairs with surrounding institutions (Grand Valley State University, Wayne State, Eastern Michigan, Michigan State, Michigan, etc.). These institutions are local, familiar with our area and population, and produce teacher candidates that are familiar to the students and communities we serve. In addition, LKA posts jobs on several websites including, but not exclusive to, Jobsk12.com, KSpot, MAPSA, Monster.com, Facebook and Yammer. Internal posting and streamlined recruitment processing allows maximum flexibility for finding and bringing onboard highly qualified teachers. These sites utilize the immediacy of social media and the resources of our partners at MAPSA to help identify and quickly recruit the best possible candidates. The review team, consisting of our

building principal and dean of academics, are always looking for experience with at-risk populations (i.e. high poverty), diverse environments and populations, as well as depth of knowledge (multiple endorsements and certifications), which LKA considers extremely valuable for candidates to possess. Also, the interview team consists of the building principal, dean of academics, and two to three staff members from the grade level to assist with asking specific questions and providing applicable experience for the prospective teacher about working at LKA.

4) Lincoln King encourages, and has benefitted from, human networking through the staff, which are knowledgeable of student needs, to acquire highly qualified candidates.

5B:

In order to retain the most highly qualified and effective teachers at Lincoln-King Academy, the district will utilize several strategies. The first strategy is to provide tuition reimbursement to the educators who enroll in Master's level classes. Also, personalized additionally professional development requested by teachers will be provided.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program

Multiple sources of data were used to understand our priority school designation. Lincoln-King Academy attended Technical Assistance workshop sessions at Wayne RESA, where the team was able to dig further into the MEAP data on MI School Data. Additionally, a data dialogue was conducted with an intervention specialist from Michigan State University. Information gained from the data dialogue allowed the team to investigate further in regards to subgroup data and top to bottom rankings. In addition, Lincoln-King Academy participates in NWEA MAP assessments three times a year. The data used from NWEA allows staff to identify student achievement levels and place students in tiered instruction. Perception data from the Five Essentials Survey was also utilized to determine the need for staff collaboration and professional development. "Professional Development may help contribute to a shared professional culture, in which teachers in a school or teachers who teach the same grade or subjects develop a common understanding of instructional goals, methods, problems or solutions."

Based on our findings the team determined the underlying causes of low student performance:

- 1) From 2009-2013, LKA experienced a high turn-over with regard to instructional staff in the Science and Social Studies classroom. In addressing this concern, Lincoln-King has aggressively sought out high quality candidates for employment. As of 2013, the Science classroom has been filled with a full- time highly effective teacher.
- 2) The lack of research-based reading strategies, with a focus on analysis and comprehension of informational texts in core content areas have adversely effected instruction and standardized scores. To address this deficiency, programs such as before, during, after reading strategies and graphic organizers will be implemented and training provided to staff.
- 3) Lincoln-King's findings observed a lack of consistency in the use of comprehension strategies across content areas. With Curriculum Trak, the ongoing coaching of PLCs (professional learning communities), and the implementation of Compass Learning across the core content area allow for individualized learning paths based on their ability level, Common Core strands and grade-level curriculum maps.
- 4) The use of basal texts and whole group instruction prevented teachers from differentiating among their classes, and also from targeting specific subgroups. With the adoption of small group and project based learning, students are able to be engaged on a more personalized level with the content and processes.

5) The findings of Lincoln-King's team also revealed that a lack of instructional staff collaboration and applying information gained from
SY 2014-2015

MEAP and NWEA MAP data analysis led to a disconnect between the teachers and grade-levels. This, in turn, led to subgroups of students to be underserved by the instruction provided. The use of PLCs mandates collaboration on best practices between teachers as well as analysis of MEAP and NWEA MAP data to improve instruction.

6) The absence of a multi-tiered system of targeted instruction, as well as the corresponding data rubric to analyze student performance for placement and instruction was another area of deficiency. The implementation of RTI (response to intervention) allows for a personalized approach focusing on individual students and their learning challenges that can be more engaging and effective. Placement and progression through the tiers of instruction will be informed by MEAP and NWEA MAP data, as well as quarterly assessments.

7) At Lincoln-King Academy, the data dialogue suggests that a lack of collaboration and applying best practices was occurring. Data analysis was encouraged, but there was a lack of applying information gained from this practice in order to target instruction. Going forward, Lincoln-King will build into its daily schedule common planning times for grade-level and content-area collaboration. The PLCs will meet weekly, and research, utilize and monitor implementation of best practices in all areas, with a focus on reading comprehension and student engagement.

The MEAP data in Reading for the academic year of 2013 shows that:

In third grade, 30% of students were proficient

In fourth grade, 40% of students were proficient

In fifth grade, 46% of students were proficient

In sixth grade, 51% of students were proficient

In seventh grade, 36% of students were proficient

In eighth grade, 43% of students were proficient

The MEAP data in Math for the academic year of 2013 shows that:

In third grade, 15% of students were proficient

In fourth grade, 6% of students were proficient

In fifth grade, 8% of students were proficient

In sixth grade, 8% of students were proficient

In seventh grade, 9% of students were proficient

In eighth grade, 0% of students were proficient

The MEAP data in Science for the academic year of 2013 shows that:

In fifth grade, 0% of students were proficient

In eighth grade, 0% of students were proficient

The MEAP data in Social Studies for the academic year of 2013 shows that:

In sixth grade, 4% of students were proficient

The MEAP data in Writing for the academic year of 2013 shows that:

In fourth grade, 32% of students were proficient

In seventh grade, 34% of students were proficient

The NWEA MAP data for Reading for the 2013-2014 academic year shows:

In third grade, the mean growth of students was 10.9

In fourth grade, the mean growth of students was 4.6

In fifth grade, the mean growth of students was 5.6

In sixth grade, the mean growth of students was 4.0

In seventh grade, the mean growth of students was 7.1

In eighth grade, the mean growth of students was 1.7

The NWEA MAP data for Math for the 2013-2014 academic year shows:

In third grade, the mean growth of students was 12.7

In fourth grade, the mean growth of students was 9.6

In fifth grade, the mean growth of students was 7.9

In sixth grade, the mean growth of students was 7.5

In seventh grade, the mean growth of students was 6.8

In eighth grade, the mean growth of students was 8.3

The NWEA MAP data for Science for the 2013-2014 academic year shows:

In third grade, the mean growth of students was 9.2

In fourth grade, the mean growth of students was 6.1

In fifth grade, the mean growth of students was 4.7

In sixth grade, the mean growth of students was 6.6

In seventh grade, the mean growth of students was 5.4

In eighth grade, the mean growth of students was 5.1

The NWEA MAP data in Language Usage for the academic year of 2013 shows that:

In second grade, the mean growth was 13.5

In third grade, the mean growth was 12.2

In fourth grade, the mean growth was 6.2

In fifth grade, the mean growth was 6.1

In sixth grade, the mean growth was 8.7

In seventh grade, the mean growth was 7.2

In eighth grade, the mean growth was 6.7

Lincoln-King Academy recognizes the achievement levels of all students. Our "Big Ideas" reflect the data across the subject areas, and will enrich the identified deficits of Science and Social Studies. It is our goal to increase the use of reading strategies in all subjects areas to increase fluency, accuracy, and comprehension.

Also, according to the 2013 MEAP data, the subgroup of the Bottom 30% showed 0% proficiency in all subject areas. Additionally, the subgroup of Students with Disabilities showed 0% proficiency in Reading and Math.

At Lincoln-King Academy, our instructional program, going forward, will consist of four major components: RTI (Response to Intervention), Guided Reading, Literacy First, and common before, during and after reading strategies. These components encourage staff collaboration across content areas and grade levels (RTI, pre, during and post reading strategies, Literacy First) based on student achievement and grade level. Aligned with Common Core, students will be college and career ready. Also, student engagement will be enhanced by targeted instruction focusing on student deficiencies, NWEA MAP and MEAP data, personalizing their instruction and targeting their specific deficiencies.

RTI is a multi-tiered system of instruction designed to reach each student at their level and focusing on their unique deficiencies. It consists of three tiers, and a logical progression of students through the system. Tier 1 begins with the determination of eligibility. Students are deemed eligible if they are at or above grade level, their NWEA MAP scores are above 50th percentile and their MEAP scores are in 1 (above proficient) or 2 (proficient).

The timeline for RTI implementation is as follows:

Year 1- Staff has created an assessment calendar for Benchmark assessments. The use of MAP and MEAP data for grouping students and progress monitoring will continue. LKA's Reading Specialist, Math Coach, and existing paraprofessionals will be assigned groups of students for evaluation and intervention. Teacher Intervention logs will be utilized for the analysis of Tier 1 effectiveness. Implementation of block scheduling for daily class periods will be instituted for added instructional time.

Year 2- Intervention Blocks are added to the existing school schedule. Diagnostic assessments, such as DRA, Bader, Compass Learning, common quarterly assessments, and formative assessments (i.e. running records) will be implemented and continuously analyzed by PLCs. Progress monitoring will be embedded in the school calendar. An English/Language Arts Coach will be added to increase the effectiveness of Tier 1 instruction. New teachers will be trained on the RTI process.

Year 3- Full implementation of the RTI process. Frequency of progress monitoring assessments will be increased. Training of new teachers on the RTI process will continue, and teachers will continue implementing small group instruction and, if needed, block scheduling will be revised.

Lincoln-King Academy will implement the Leveled Literacy Intervention (LLI) Program from Fountas and Pinnell for Tier 2 and Tier 3 interventions. Research shows that acquiring effective reading strategies early, along with having the opportunity to apply them to many texts over the years, builds reading ability over time. Research has long supported the concept that readers learn by reading successfully; that process must be right from the start (Stanovich, 1986).

The design of LLI lessons is based on empirical research on reading acquisition and reading difficulties:

- In LLI lessons, texts are matched to children's reading ability so that the children read every day at their instructional level with teacher support as well as at their independent level with little or no support. Matching books to readers and then providing strong instructional support provides the base for effective processing (Fountas & Pinnell, 1999).
- LLI lessons provide systematic instruction in phonemic awareness.
- LLI lessons provide systematic instruction in phonics.
- LLI lessons provide daily opportunities to increase fluency through oral rereading of texts.
- LLI lessons provide daily opportunity to read new texts with teacher support.
- LLI lessons provide explicit instruction on comprehension.
- LLI lessons provide opportunities for writing.
- LLI lessons provide opportunities to learn a core of high frequency words.
- LLI lessons are designed to expand vocabulary and develop oral language.
- LLI lessons are highly motivating for children and teachers.
- LLI provides a direct, practical link to classroom instruction.
- LLI lessons facilitate a home-school literacy connection.

Literacy First is an intervention reading program that is designed to close the reading gap for Tier 1, 2 and 3 students. According to Literacy First, the schools in Oklahoma State, who have implemented Literacy First had a higher percentage increase on the Oklahoma Core

Curriculum Tests for grades 3-5. Lincoln-King Academy teaching staff will be trained in the differentiated, systematic instruction strategies to fully engage students in content, comprehension skills, effective use of strategic reading/thinking tools, and developing students' metacognitive thinking skills. Teaching staff will also receive onsite coaching and consulting with unlimited phone and email consultation. This in turn will hold teachers accountable for implementing content and strengthen instructional leadership skills of the Principal and Instructional Coach. In addition, it builds self-efficacy of teachers and school leaders and supports implementation of the framework with fidelity.

All teaching staff will receive Teacher Manuals to train teachers to teach and reinforce skills for the Common Core at both elementary and middle school. This includes My Data First which is a student data management system that will be used to disaggregate student achievement data. Staff will be able to align students in tiered groups and form flexible skill groups for reading. Staff will receive Developing Expert Readers Supplemental Lessons and Literacy Center Activities for phonological awareness, phonics, and comprehension. This will allow staff to build core skills for students identified for Tier 2 and 3 supplemental instructions.

In order to ensure success for all students, teachers will monitor and adjust lessons. The teacher will be sure that the student understands the lesson objective. Teachers will activate and assess prior knowledge. The students will actively manipulate the content of the lesson and participate while the teacher provides necessary and essential input to monitor the student progress. In addition, the teaching staff will identify student's level of success and adjust the lesson according to the student's needs.

The teacher will create focus instruction using an Academic Learning Timeline. In this timeline, the teacher will focus on the anatomy of the lesson, and then move towards phonological awareness. During the phonological awareness lesson, teachers will review previously learned phonological skills and activate prior knowledge focused on the objective. The teacher will then provide explicit instruction on sound, student application with tiles, sorts, etc. and apply oral language. The teacher will use spoken word, rhyme, syllables, phonemes, and phoneme manipulatives to decipher reading material. Students will then identify information learned about sound.

The next progression to focus instruction is on phonics. Teachers will activate prior knowledge on phonics and do a warm-up activity. The teacher will then provide explicit instruction on letter/sound, advance decoding including prefixes and suffixes, and spelling. Students will practice tiles, sorts, etc. and apply it to decodable and authentic text. Students will identify what he/she has learned about letter sound correspondence.

The last progression is a comprehension lesson to focus instruction. The teacher will state the objective and use the text as a vehicle to drive instruction. The teacher will activate prior knowledge of comprehension. The teacher will then use a Think Aloud Model to provide systematic, explicit instruction. Students will understand the purpose of reading, and use vocabulary, semantics, and syntax to acquiring meaning from the text. In addition to acquiring meaning for text, students will use essential comprehension skills implemented before, during and after reading. The teacher will then use an interactive think aloud to guide students' practice towards independent practice. Students will reflect on why or how to use the skills learned. When students show success with these skills, they will be prepared to comprehend, develop, and critique complex text for college and career readiness.

Guided reading is an instructional tool that will be utilized in every classroom and for all grade levels in order to deepen student's comprehension of text (as mentioned in big idea number 2). The increased use of guided reading will assist teachers in helping their students to bridge the gap between shared reading and independent reading through teacher scaffolding, homogeneous small group instruction and differentiated instructional levels. By employing guided reading groups, we will place all learners in their appropriate instructional levels. Students who are in the bottom 30% and in special education will especially benefit from guided reading groups because Lincoln-King staff will develop intervention strategies to address the deficits of students, as well as monitor and adjust their instructional levels.

Research has shown that guided reading is effective in the development of students' comprehension strategies. According to studies conducted by Biancarosa, Bryk & Dexter (2008) and "the average rate of student learning increased by 16% by the first implementation year, 28% by the second year and 32% by the third year which were very substantial increases' when guided reading is employed. Professional communication among teachers in the schools increased over the course of the implementation and the literacy coordinator (Coach) became more central to the schools communication network."

"Small-group instruction has been proven to have a powerful effect in improving students' reading abilities. Small-group instruction was one of the strategies that had the highest effect on improving student achievement."

The guided reading model that Lincoln-King staff will employ will follow the process that is outlined by e-Workshops.on.ca:

1. Students are grouped according to their specific instructional needs, which have been determined from running records and other assessment data.
2. Texts are carefully chosen to match specific skills or abilities that need addressing.
3. Long texts are broken down into short sections to target specific skills.
4. The teacher will scaffold specific reading strategies prior to the guided reading lesson by modelling them in read-alouds and reinforcing them in shared reading lessons.
5. The teacher introduces the text; all students then read it aloud, but quietly, as they practice previously learned skills.
6. Students are actively involved in reading, thinking, and discussion as they try to understand the meaning of a text.
7. Problem-solving skills and higher order thinking skills will be honed as students think about their reading.
8. Grouping [will be] flexible, changing as individual students master skills or demonstrate a need for more assistance.
9. Assessment [will be] based on observation of individual students and on evidence gathered from regular, ongoing assessments, using tools such as running records.

The above mentioned teaching strategy aligns with the career and college ready standards because it will allow Lincoln-King students to closely read and analyze complex levels of texts by making inferences, determining central ideas and themes. Students will become independent thinkers and learners that can analyze, discuss and write about their reading.

Citations:

Guided Reading Vs. Traditional Reading Groups. (2005, January 1). Retrieved October 2, 2014, from <http://www.eworkshop.on.ca/>

Biancarosa, G., Bryk, A., & Dexter, E. (2008) Assessing the value-added effects of Literacy Collaborative professional development of student learning. Paper presented at the 2008 Conference of the National Reading Conference, Orlando, FL.

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact

Teacher collaboration and interaction is an imperative step in addressing the specific needs of all K-8 students. Lincoln King's Professional Learning Communities (PLCs), will be defined as small groups of teacher-leaders working collaboratively to analyze instructional data and implement instructional improvements within the classroom. PLC's meet weekly, on Wednesdays, after school from 3:30-4:30. Additional time is available, and common planning times allow for collaboration during the school day.

PLC's will be comprised of teachers from across grade levels, organized into content area committees. PLC leadership is a paid position, which members are encouraged to apply for. The application and interview process is rigorous, and final assignment is made by administration. Once chosen, PLC leaders are responsible for chairing meetings, fulfilling documentation and meeting norm requirements, and communication between administration and their committees. In addition to these, PLC leaders attend their own, district-level committee meeting with other PLC leaders from the Cornerstone Charter Schools network to focus on curriculum tracking and formulating common assessments.

The implementation piece of the PLC focused on MAP and MEAP data analysis, analyzing the DIBELS program, and discussing and implementation of instructional best practices. Through analysis of MAP, RTI's Tier system is infused into the PLC process. After MAP "grouping" is done in the committees (At Risk, Below Grade Level, At Grade Level, Above Grade Level), students falling into the "At Risk" and "Below Grade Level" will be identified in Mathematics, Reading and Science by the PLCs. These students will then be serviced under Tier 1 instruction, following our RTI program.

Tier 1 instruction consists of classroom implemented interventions that are documented and tracked by the classroom teacher. Differentiation of assignments and content delivery will be monitored by strategy, implementation frequency, and achievement progress. Achievement will be defined as attainment of an objective benchmark within a specified duration (i.e. 4 weeks), with student work submitted as evidence of progress. If the benchmark is not attained, planning between classroom teachers and the RTI Team will begin planning for Tier 2 interventions.

PLCs will continue to track formative assessment data within the committee meetings, along with monitoring of the instructional programs and strategy implementations discussed. These discussions and strategic instructional accommodations will serve as opportunities for collaboration between PLC members. The meetings will follow agreed upon norms of protocol and focus on relating all programs and analysis back to the previously established SMART Goals the PLCs have consented to attaining through their work.

In conjunction with the PLCs, the RTI team will continue to refer to the ongoing data analysis conducted by the committees to inform their progress monitoring of students within the program. The RTI team, consisting of the Reading Specialist, Dean of Academics, Testing Coordinator and Teacher Leaders from various grade levels, will evaluate students unresponsive to Tier 1 interventions and plan for Tier 2 instruction. Upon entering Tier 2, specialists in the deficient subject area will begin with a Diagnostic Assessment to determine what type, frequency and interval of intervention would best benefit the individual student. Whether push-in or pull-out, an objective benchmark will be set by the Specialist with a specific duration (i.e. 4 weeks). At the end of this duration, the student will be reassessed (with student work as evidence) and determined whether a Tier 3 intervention would appropriate, or whether the objective benchmark has been achieved.

Upon Tier 3 intervention being implemented, the frequency and duration of interventions will be increased, along with consideration of a Special Education assessment for the student. All along this tiered process, parent contact and input will be sought by the classroom teachers, RTI team and the PLCs for additional insight and evidence for the program.

The monitoring of the PLC's effectiveness will be two-fold, at the committee level and at the administrative level. At the committee level, the instructional practices discussed and application of MAP assessment data will be monitored by PLC leaders through recorded self-observations by committee members twice a month. Upon self-recording, members will fill out a "Self-Video Evaluation", located on LKA's Google Drive. This will allow for feedback to be submitted without stress and immediately collated so that PLC leaders are not inundated with data. These observations allow for self-reflection by classroom teachers and collaboration within the committees themselves. Collated data on the self-evaluations will then be reported to administration for monitoring of committee effectiveness.

Once a month, PLC meetings will be whole group, as in the entire staff will be together and debriefing as PLCs in terms of what data analysis has been conducted and conclusions drawn, best practices implemented and their monitoring results, successes and difficulties. In this way, the PLCs will not only be accountable to administration, but to each other as a community of professionals. Additionally, PLCs will input minutes and sessions notes, as well as an action plan, to a form located on the Google drive, which will collect and collate PLC documentation for administrative monitoring.

Within the PLCs, a Google drive meeting evaluation, consisting of only three questions, will be completed by each committee member at the conclusion of each session. The purpose of this evaluation will be to report to administration on the effectiveness and cohesiveness of the PLC. This data will inform administrative observations of meetings, allowing for targeted visitation to immediately address faltering PLCs.

At the administrative level, PLC visitation will be essential in guiding and monitoring the program to promote cohesiveness, collaboration and consistency. Driven by committee member feedback, the PLC session reports on the Google drive and by the Administrative walkthroughs, PLC visitation will be targeted for maximum effectiveness through the analysis of this data. Also, formal walkthroughs, or Classroom Instructional Rounds allow for district-level visitation, as well as cross-campus visitation and observation of classrooms where PLC instructional implementation at work. In conjunction with this periodic practice, LKA's administration will perform regular walkthroughs, focusing on best practices and providing immediate feedback to instructional staff.

Another data gathering and monitoring tool at the Administrative level is Student "Presentation Day". A selected grade level will present samples of student work, with individual children giving account for their project to administration. In this way, administration can receive practical evidence of PLC instructional implementation and targeted interventions to existing assignments from the students.

In addition to Tier 2 and Tier 3 interventions there will be a new Tutor Program in collaboration with Michigan State University for the bottom 30% subgroups. Tutors will be assigned to a teacher, who will provide remedial assignments and activities, will direct the tutor to small groups of students (from the bottom 30%) in class and under teacher supervision. This program can provide immediate, in-class remediation for our lowest subgroups.

Addendum 1: PLC Dates

Professional Learning Communities Meeting Dates (Entire School)

September 15, 2014

September 17, 2014

September 22, 2014

September 24, 2014

November 5, 2014

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November 12, 2014
November 19, 2014
December 3, 2014
December 10, 2014
December 17, 2014
January 7, 2015
January 14, 2015
January 21, 2015
January 28, 2015
February 4, 2015
February 10, 2015
February 17, 2015
February 24, 2015
March 4, 2015
March 11, 2015

PLC Training Dates-Wayne RESA (Leaders Only)

September 27, 2014
October 18, 2014
November 8, 2014
January 31, 2015
March 21, 2015
May 16, 2015

PLC Curriculum Meeting (Leaders Only)

September 25, 2014
October 30, 2014
November 20, 2014
December 18, 2014
January 29, 2015
February 26, 2015
March 26, 2015
April 30, 2015
May 28, 2015
June (TBD)

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

8A: The district allows Lincoln-King Academy the autonomy to adjust its academic schedule to meet the time needed to increase student achievement. We have an extended 200 day school year that includes all school professional development days. Lincoln-King will also have 90 minute schedule blocks given to ELA to increase literacy which will benefit all core subject areas.

8B: Kindergarten through 8th grade students will also receive additional hours of one on one and small group instruction through the use of Title I and 31A funded paraprofessionals. Paraprofessionals provide services by pushing into classrooms and working with students in the areas of ELA, Math, Science, and Social Studies. Students also have access to a full online curriculum for Math, ELA, Science, and Social Studies through the use of Compass Learning, which can be accessed during the school day, after school, or at home. There is also an afterschool tutorial program for math and reading offered to students two days per week afterschool through Catapult Learning. In addition to afterschool tutoring students also have access to Tutor.com, which can also be accessed at school or at home. RAZ Kids is another online program students are able to access for reading enrichment at school and home. Lincoln-King Academy families may also request tickets to Henry Ford Museum or Greenfield Village through a our community partnership to increase Social Studies experience.

8C: Lincoln-King Academy regular schedule includes daily planning, collaboration, and PLC grade level time each day for teachers through common grade level special's schedule. Once a week cross grade level teachers are scheduled to meet with common subject area teachers in PLC's afterschool. In addition building collaboration, time is also scheduled for a representative from each subject area in every district building to meet in PLC's with the district Director of Innovative Curriculum once a month.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

Redesign Plan

Lincoln-King Academy

Lincoln-King Academy will engage parents in the reform process by making them aware of our Response to Intervention process. We will inform parents when their students are recommended for a Tier II intervention, as well as explaining to them what interventions this will entail. Parents will be provided at-home, supplemental intervention services that will help their child practice the skills necessary to increase achievement. Parents will be notified of their child's NWEA MAP and MEAP goals, as well as their areas of focus. Updates will be provided to parents after each testing cycle.

Lincoln-King Academy will develop an extensive calendar for parent involvement for the school year. The calendar will include multiple strategies to engage families and community members in events and activities. The events are designed for developing a home to school connection in order to help parents support their child's learning, and to cultivate community relationships. These events/activities include:

- LKA will increase the number of science fairs held where students conduct science experiments and display their work by including an "Invention Convention" to promote student problem solving and creativity. Parents and community members are invited to attend these fairs to see evidence of student learning.
- Scholastic Book Fair will be held three times a year in which parents, students, and staff can purchase books, with an increase of informational and narrative texts across curriculum.
- Math Night with Gizmos in the Spring in which teachers explain to students and parents how to play various math games.
- Host Culture Night in the Spring where we introduce the community to various cultures by sharing music, food, climate, living, and attire from different parts of the globe.
- Recruit classroom Parent Liaisons to communicate with other parents to help build relationships within our school community. These relationships will encourage parents to volunteer and will also help to communicate classroom assignments to all parents.
- Host Open House and Annual Title I Meeting to introduce parents to the staff and school community, share details of Title I /31A funding, parent fund allocations and allow parents opportunity to provide input in decision making.
- During parent-teacher conferences, (Held 3 times per year), parents will be provided a copy of the school's Parent Compact and share in the discussion therein. By signing, parents agree to support their child and the school's policies/procedures regarding the academic and character programs throughout the school year.
- Through the use of perception data from the 2014 5 Essentials Survey, Lincoln-King Academy will now host three progress report conferences 2-4 weeks prior to the distribution of tri-semester report cards. By doing so this will allow for stakeholder engagement and provide ample time for parents to intervene and share in the individualized instruction plan for their child.
- Expand our Parent Center, (located across from the Main Office) to serve not only as a quiet, private resource room for parents to view School Improvement Plans, Education Yes Reports and all related documents i.e., Title I/31A Budget. Parents also have access to new and gently used uniforms for students. Parents may access the computer, view curriculum websites, access content rich programs or complete applications for employment
- Host three Honors Assemblies, which will be celebrated at the end of each card-marking, allowing for parents and other stakeholders to rejoice in the academic achievements of the children. Promotional Ceremonies, which will be held the last week of the school year, is another opportunity for parents and other stakeholders to celebrate the accomplishments and advancement of the children to the next academic level.
- Parent Surveys allow for direct feedback to be expeditiously assembled and formulated into data that can be utilized for Staff and Administration to make necessary changes. From the "5 Essentials" survey and the "End-of-the-Year" Cornerstone Charter Schools survey to the more specific "Math Night" and "Open House" surveys, parents can evaluate the performance of the staff, resources, and instructional programs. The Parent Surveys evaluate these factors to convey if they are helping to increase their child's achievement.
- Field Trips are planned by the school throughout the year as educational enrichment for our students. Parents will be encouraged to volunteer to accompany their students, chaperone small groups, and engage in the enrichment activities. The enrichment activities give parents an extended opportunity to support learning through community efforts.

9B

Lincoln-King Academy realizes the importance of engaging community members, local businesses and partners in our reform process. Together, we will collaborate to design and implement programs, activities, in-services, workshops and excursions to increase student achievement and move Lincoln-King Academy upward on Michigan's Top to Bottom Score Card.

-During the academic school year, Lincoln King Academy will conduct four Partner Mornings where students develop meaningful relationships with adult professionals from the community. On these days, they will learn about their student's progress and work with them on projects in the classroom. These relationships with the Partner Morning stakeholders create encouragement and inspiration for students to be successful in the classroom.

-PlayWorks Lions Game will be a chance for "Junior Coaches" and their families to view a Detroit Lions game live as a reward for their hard work, dedication and behavioral excellence.

-School of Choice - Health Fair will be conducted to provide health services, screenings, and safety resources for parents and students. Health professionals from Wayne County, Sinai Grace Hospital, as well as the Detroit Fire Department will be invited to this event.

-We Give Thanks Dinner will be a community pot luck in November. This gathering allows parents, staff, administration and other stakeholders to celebrate the Thanksgiving holiday together, on-campus, and to demonstrate comradery with one another.

-The Holiday and Spring Programs are presented in the winter and spring, respectfully. The Holiday Program consists of cultural presentations by students on stage in the auditorium for the edification of their parents and other stakeholders. The Spring Program consists of presentations exhibiting what students are learning in their Specials classes. The Black History Program, in February, gives students an opportunity to research and present on African Americans' experience in America, their struggle for change and the enduring legacy of the civil rights movement. Engaging parents in these activities increases their interest in the progress of the students, and in turn taking some level of ownership over the success of the school.

-Lincoln-King Academy will expand Career Week to a year-round College Career Readiness initiative. This will allow for sustained community/business engagement. Throughout the school year business/partners/community members will present careers and higher education prerequisites. Students will research the careers pertinent to their interest and present their findings to their classes. A mock job fair culminates in June with community stakeholders, parents and partners invited into the school for end- of-year celebration.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

10A:

In order to address the staffing requirements at Lincoln King Academy, Cornerstone Central Office has allowed enhanced flexibility to LKA with regards to finding and employing highly qualified teachers. Attending college job fairs with surrounding institutions (Wayne State, Eastern Michigan, Michigan State, Michigan, etc.). In addition, LKA posts jobs on several websites including, but not exclusive to, Jobsk12.com, KSpot, MAPSA, and Monster.com. Internal posting and streamlined recruitment processing allows maximum flexibility for finding and bringing onboard highly qualified teachers. At LKA, the building principal, in conjunction with the leadership team of the school, help determine LKA's Title I budget.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.

Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

11A:

In order to facilitate the extensive support needed to successfully navigate the Priority designation, Cornerstone Charter Schools will partner with our Charter Agent, Grand Valley State University and Wayne RESA to provide guidance and support through the use of an Intervention Specialist (IS) and School Improvement Specialist (SIF). Through the utilization of these resources, we will be put our staff in contact with targeted professional development regarding our instructional program, intervention process (RIT) and data analysis of standardized assessments (MEAP and MAP). Through the use of Data Digs into MEAP and MAP results from 2012-2014, which will be guided by our SIF, clear pictures of our deficiencies in instruction and student achievement, intervention systems and accommodations for special needs will lead to systemic changes in professional development, instructional best practice, instructional staff progress monitoring and coaching, professional evaluation and support, student achievement and progress monitoring. The guidance provided throughout the analysis and reporting process implemented by LKA's Priority status will also give a new insight and appreciation of staff-wide data analysis for the purpose of driving instruction in the classroom.

11B:

At Cornerstone Central Offices, the contact person for Lincoln King Academy responsible for monitoring and supporting LKA will be the Chief Academic Officer, Eugene Seaborn.

